DOCUMENT RESUME

ED 173 639 CE 022 260

AUTHOR Vanek, Carol
TITLE Project WAVE - Model for Articulated Vocational Education. Final Report.
INSTITUTION Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
PUB DATE Jun 79
NOTE 48p.; Not available in hard copy due to light print; For a related document see ED 162 083-084

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Administrator Guides; *Articulation (Program); Community Colleges; Cooperation; Elementary Secondary Education; Organizational Communication; Postsecondary Education; *Program Administration; *Program Coordination; Program Improvement; Program Planning; *Vocational Education
IDENTIFIERS *Illinois

ABSTRACT

Based on the need to strengthen articulation activities within the Illinois educational system, this project was designed to provide a formal articulation mechanism utilizing the concept of institutional coordination for the development of comprehensive vocational programs and services. Phase 1 of the project developed an articulation process model and articulation guide based on four major elements: (1) building a cooperative climate, (2) expanding communication among staff, (3) developing sequenced kindergarten through postsecondary programs, and (4) coordinating kindergarten through postsecondary services. The articulation guide provides the framework for reducing articulation problems by presenting methods, ideas, and suggestions for implementing articulation practices in various educational settings. Phase 2 of the project measured the utility of the articulation guide to local education agencies in their attempts to formalize articulation practices. The guide was field tested at eight sites throughout the state to validate the effectiveness and feasibility of the materials, supply data for possible refinement, and determine effective means of implementation and dissemination of the materials. In phase 3, fourteen additional sites were selected for implementation. (Included in the appendixes are four essential elements for effective articulation, factors leading to good articulation, and successes and barriers to articulation.) (LRA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED173639

PROJECT MAVE

MODEL FOR ARTICULATED VOCATIONAL EDUCATION

PROJECT NUMBER: RD1-C9-101

A FINAL REPORT
Prepared By
Carol Vanek
Project Director

State Board of Education
Jack Witkowsky, Chairman

Illinois Office of Education
Joseph M. Cronin, Superintendent

Department of Adult, Vocational,
and Technical Education

Springfield, Illinois

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
STATE BOARD OF EDUCATION
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

June 1979

The project reported herein was developed pursuant to a funding agreement with the Illinois Office of Education/Department of Adult, Vocational, and Technical Education/Research and Development Section, 100 North First Street, Springfield, Illinois 61777. Opinions expressed in this final report do not reflect, nor should they be construed as, policy or opinion of the State Board of Education/Illinois Office of Education or its staff.

Carol Vanek
Director, 1978-1979

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 022 260

TABLE OF CONTENTS

Project Abstract		i
Project and Adjunct Staff-Administrative Committee		ii
Terms and Definitions		iii
CHAPTER I:	AN INTRODUCTION TO ARTICULATION	1
CHAPTER II:	PHASE I RESEARCH AND DEVELOPMENT (1976-77)	4
	Project Goal and Procedures	4
	Project Conclusions	6
CHAPTER III:	A DESCRIPTION OF THE ARTICULATION PROCESS MODEL AND ARTICULATION GUIDE	7
CHAPTER IV:	PHASE II FIELD TESTING (1977-78)	12
	Project Goal and Procedures	12
	Project Conclusions	14
CHAPTER V:	PHASE III IMPLEMENTATION (1978-79)	16
	Project Goal and Procedures	16
	Mini-Grant Assistance	18
	Project Activities	19
	Project Conclusions	21
	Project Recommendations	23
APPENDICES:		26
Appendix A	Four Essential Elements for Effective Articulation	27
Appendix B	Factors Leading to Good Articulation (Revised)	29
Appendix C	Successes and Barriers to Articulation	31
Appendix D	Evaluations of Project MAVE Conferences	34

ABSTRACT FOR CONTRACTUAL AGREEMENT
WITH THE DEPARTMENT OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION

TITLE: Project MAVE (Model for Articulated Vocational Education)
Project Number: RD1-C9-101

PRINCIPAL INVESTIGATOR: Carol Vanek, Project Director

INSTITUTION: South Holland School District 151, Roosevelt Center

LOCATION: 320 E. 161st Place (Street) South Holland (City) Illinois (State) 60473 (Zip)

REQUESTED ANNUAL BUDGET: Local _____ DAVTE $35,000 Total $35,000

TIME PERIOD COVERED: July 1, 1978 - June 30, 1979

OBJECTIVES OF PROJECT:

1. To facilitate the implementation of the Articulation Guide and its elements in the selected geographic areas to develop proper utilization and adequate diffusion of suggested articulation activities.

2. To continue to evaluate the Articulation Guide at the Phase III Implementation Sites and the Phase II Field Test Sites to determine effectiveness, feasibility and desirability of the Articulation Guide in the various educational settings.

3. To continue to disseminate information about Project MAVE, the Articulation Guide and articulation activities throughout the state in cooperation with DAVTE through utilization of various avenues to disseminate information about the Articulation Guide and to perpetuate and encourage continual involvement of vocational educators in articulation activities.

PROCEDURES OF IMPLEMENTATION:

There were five implementation procedures that were utilized this year. The procedures were: (1) Selection of Phase III sites; (2) Implementation and diffusion of materials; (3) Collection of evaluative data from Phase II and Phase III sites; (4) Perpetuation of continued involvement in articulation activities; and (5) Development of dissemination network.

CONTRIBUTION TO VOCATIONAL & TECHNICAL EDUCATION:

The Articulation Guide and Process Model, which can be adopted by any school system in Illinois, provide the organization and mechanism for: developing a planned vocational sequential program, coordinating students' interests and abilities with counseling procedures for student placement, staff development, institutional relationships, strengthening the education system in general, and interlocking with resources available within the community.

PRODUCTS OF PROJECT MAVE:

A. 400 copies of Articulation Guide
B. Articulation Slide Presentation (3 sets)
C. 1978-1979 Final Report (10 copies)

i

PROJECT AND ADJUNCT STAFF

Project Monitors
James Henry
November 1976 - March 1977

Kristine Coryell
March 1977 - July 1977

Peggy Pool
Sept. 20, 1977- Present

Project Director
Carol Vanek

School District 151 Monitor
Thomas E. Van Dam

Project Secretary
Mary Wisniewski

ADMINISTRATIVE COMMITTEE

Bill Hayse
Vocational Education Director
Thornton Township High Schools
District 205

Donald B. O'Brien
Director of Curriculum
and Research
Thornton Township High Schools
District 205

Norma Rooney
Dean of Career Education
Thornton Community College
District 510

Thomas E. Van Dam
Superintendent
District 151

TERMS AND DEFINITIONS

Articulation	Process utilized for communicating and sharing cooperatively to enhance the effective delivery systems in programs and services for the benefit of the student
Articulation Coordinator	Person selected by Articulation Roundtable to coordinate K-14 articulation activities
Articulation Roundtable	Formal method of communication among different levels of education
Building a Cooperative Climate	Jointly working and planning together
Career Education	The total effort by educational agencies and communities in presenting organized career-oriented activities and experiences to all persons from nursery school through adulthood and orienting the entire educational plan into one, unified, career-based system (Illinois Bulletin No. OCB-2800-3/1975)
Coordination of Services	Harmonious action to combine efforts to meet the needs of vocational students
Departmental/Divisional Meeting Visitation	Activity for representative of one subject matter group to visit subject matter meeting at another educational level
Expanding Communication	Increasing the conveyance of essential knowledge and information
Guest Teacher/ Visitation Exchange	A team teaching situation or to observe another instructor at a different level of instruction
Interinstitutional	Between institutions (building(s) occupied by your district's educational system)
Intrainstitutional	Within an institution

Terms and Definitions
(continued)

Joint Advisory Council	Industry persons, business representatives, management personnel, community representatives, labor organizations, educational personnel and students advising K-14 Articulation Roundtable or K-14 committees
Joint Articulation Institute	Staffs from different schools or districts meet together to plan and develop articulation activities.
Joint Departmental/ Divisional Meetings	Two separate subject matter groups either representing different educational levels or different districts meet together.
Sequenced Programs	Series of interlocking units or courses which provide students with the opportunities to develop competencies essential for entry-level employment and/or post secondary education (Illinois Bulletin No. 46-474)
Student Planning Guide	Chart showing sequence of vocational courses and programs to aid the student in selection of vocational courses

CHAPTER 1: AN INTRODUCTION TO ARTICULATION

The responsibility of society is to maximize the individual to the fullest human potential. In attending this responsibility for personal actualization, the quality of living is enhanced. Therefore, as society attempts to provide the people with the realization of their potential, the people become the resources for society's economic, cultural and social growth.

In response to the needs of the people for a meaningful living and for society's progress, there has been a concurrent need for greater reliance on the educational system. As society has become more complex, the educational system has had to be strengthened. Providing the people with the opportunity for a relevant education has placed more pressure upon the educational system to become a more effective and efficient mechanism for personal and professional growth.

In the past the educational system functioned as an independent entity of society. Most interaction between and among educational institutions was restricted to nominal tasks. The system needed to respond to the complexity of human living by altering the restrictions which have encumbered its development to correspond with the progress made by other systems.

The educational system can no longer perpetuate the isolated independent stance which created its stability and predictability in the past. The mere fact that the educational system is a system--a group of interrelated, interacting

elements, organized for the purpose of accomplishing some vital function(s)--encourages cooperative, interdependent efforts on the part of all educational institutions. The increased reliance on the educational system in meeting today's needs has encouraged this interaction of educational institutions in working cooperatively in accomplishing their goals.

The complexity inherent in the educational system has warranted some mechanism to enable the system to remain open to information, interactive with--though distinctive from--other educative elements and coordinated in directions and outcomes. This mechanism would help to monitor the educational system as well as modify it so as to increase its strength and utility. The educational system, as an expanding, interactive entity of society, will be in need of continuous adjustment and realignment as it operates and cooperates with all its elements to provide maximum development for the society it serves.

Articulation is the mechanism to afford strength and harmony to the educational system. Articulation is a process utilized for communicating and sharing cooperatively to enhance the effective delivery system in programs and services for the benefit of students. When focused on the educational system, articulation becomes a process of coordinating the various components comprising the educational programs and services from level to level. In addition to providing articulation among schools, an articulation plan also provides for interaction and continuity with community resources.

As the increased need for an effective articulation program becomes evident among educational groups, articulation will become a formalized priority in coordinating the educational system. Articulation efforts that are well coordinated and not the by-products of other educational activities will reduce the waste and duplication of resources. At a time when resources are dwindling, those whose finances support the educational system have the right to expect an efficient system capable of serving their needs. If content is being duplicated from level to level, if teachers are unaware of what other level teachers are teaching, and if competencies are not being readily identified for enhancing individual development, the finances supporting the educational system are being wasted.

Articulation is a process that will enable institutions, which were formerly isolated and independent, to establish cooperative relations in order to develop sequential and continual programs and services. Such coordinated efforts on the part of educators will diminish the incongruent and incoherent nature of the educational system. The result will be an effective system in which all parts are appropriately aligned and attuned to meeting the needs of today's society.

CHAPTER II: PROJECT MAVE PHASE I RESEARCH AND DEVELOPMENT (1976-77)

Project MAVE (Model for Articulated Vocational Education) was initiated in November 1976 because Illinois educators were becoming sensitive of the need to strengthen articulation activities within our educational system. Former articulation efforts were sporadic and informal, being the consequence of other educational activities. A formal mechanism for implementation of articulation practices was nonexistent. Therefore, project and funding agency staff wanted to establish a logical model as well as an assistant document to enable LEA personnel to implement the model.

Project Goal and Procedures

The goal of Project MAVE during 1976-77 was to provide Illinois educators in various educational settings with a formal articulation mechanism utilizing the concept of institutional coordination for the development of comprehensive vocational programs and services. Such a mechanism would provide continuity and growth in curriculums, programs and services while sequencing the learning experiences of students from level to level. In addition, an articulation mechanism would entail the cooperation of educators from the elementary and secondary levels to the community college level in both unit and dual districts.

PROJECT GOAL AND PROCEDURES

Goal: to develop an articulation model(s) utilizing institutional coordination for the development of comprehensive vocational programs and services for students.

Problem:	Problem Caused By:	Approach:	Research:	Identify:	Develop:	Validate Model
Need to coordinate vocational programs and services for students especially when moving from one school or district to another school or district	· Organizational structures · Interrelationships · Various role functions · Programmatic responsibilities	Look at comprehensive vocational education articulation	Problem areas	Practical and cost-feasible processes for improving articulation which will have an impact on optimum student development	Model(s) to be implemented	Field Test

In order to assist diverse educational settings in developing effective articulation procedures, the initial procedures of Project MAVE involved:

1. defining articulation
2. identifying successes and barriers to articulation
3. examining the scope and nature of current articulation activities in which LEA's were engaged
4. identifying the type of person (by position) responsible for articulation activities

Therefore, during its first year Project MAVE gathered information throughout the state of Illinois on articulation for the purpose of developing a model and Articulation Handbook. The project collected information from 1,100 written surveys, 49 personal interviews, 35 Illinois site visitations, a nationwide literature review, and six formative and evaluative conferences.

Project Conclusions

The information gleaned by the project has supported the conclusion that there are four major components for articulating vocational programs and services. The major elements are:

1. building a cooperative climate
2. expanding communication among staff
3. developing sequenced K-14 programs
4. coordinating K-14 services

Two presumptions reinforced through the research were the definite need for a formal articulation mechanism for vocational education and that an effective K-14 articulation process involves institutional coordination.

The results of the extensive research were the development of an Articulation Process Model and Articulation Guide displaying various articulation activities.

CHAPTER III - A DESCRIPTION OF THE ARTICULATION PROCESS MODEL & ARTICULATION GUIDE

Project MAVE developed an Articulation Guide based upon the four major articulation elements for vocational programs. The goal of the Articulation Guide is to provide Illinois educators with a formal articulation mechanism for inter-institutional and intrainstitutional coordination of vocational programs and services. As such, the Articulation Guide provides the framework for reducing articulation problems by presenting methods, ideas, and suggestions for implementing articulation practices in various educational settings. Potential articulation activities presented in the Articulation Guide are:

1. Building a cooperative climate
   - A. Forming an Articulation Roundtable
   - B. Developing a One and Five Year Articulation Plan
   - C. Forming a Joint Advisory Council
2. Expanding communication among staff
   - A. Implementing Guest Teacher/Visitation Exchange
   - B. Developing Departmental/Divisional Visitations
   - C. Developing Joint Departmental/Divisional Meetings
   - D. Implementing Joint Articulation Institute
3. Developing sequenced K-14 programs
   - A. Forming K-14 Curriculum Committee
4. Coordinating K-14 Services
   - A. Forming K-14 Services Committee
   - B. Developing of Student Planning Guide
   - C. Developing of Career Education Student Articulation Profile Card

The Articulation Guide furnishes a format for developing a formal articulation system to encourage involvement of all educational institutions. The proposed forms and procedural steps for implementing the Articulation Guide's activities will enable vocational educators to develop, formalize, and implement a plan for articulating vocational programs and services. The implementation of Articulation Guide activities will provide an effective articulation system to minimize:

1. Students repeating the same content at different levels
2. Students experiencing disjointed, unsequenced content from educational level to level
3. Students experiencing gaps in continuity when some content is omitted in proceeding from one level to another
4. Student matriculation from level to level not smooth because of a lack of information about the next level
5. Students using same materials and textbooks at different levels
6. Student competencies not being identified at each level or not being communicated from one level to the next
7. Staff members being unaware of what others are teaching

8. Testing program not comprehensive nor coordinated

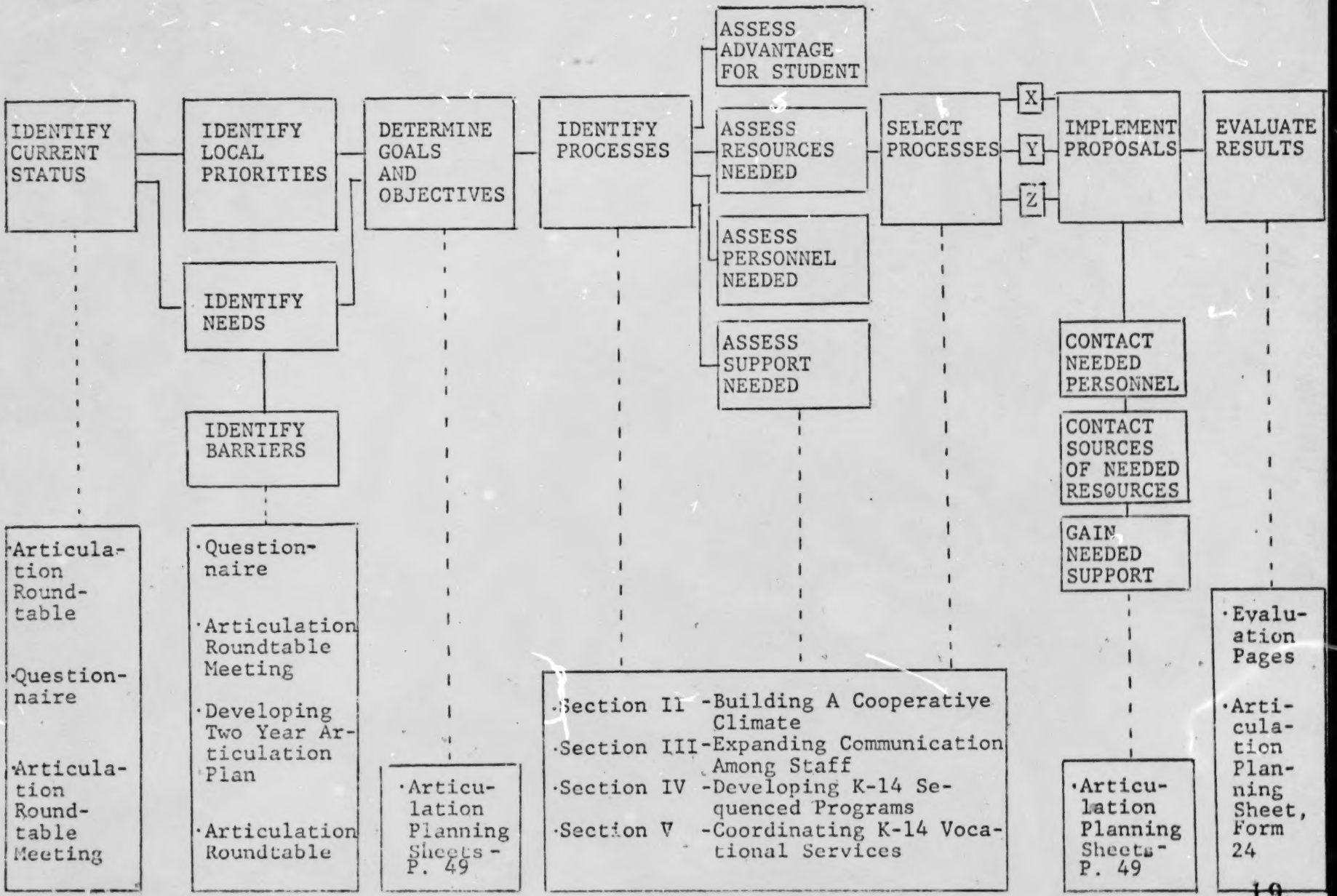
9. Misunderstanding due to poor communication

Formalized articulation can provide the means to eliminate many of the problems associated with these characteristics.

An Articulation Process Model was developed to assist vocational educators in assessing their current articulation activities, in identifying areas of success and weakness, and in developing plans for dealing with problems and for increasing productive articulation activities. The selection of articulation activities becomes a measure of how well one has assessed the problem, identified barriers to articulation improvement and perceived the need to focus on methods that will assure responsiveness toward educational coordination.

The Process Model cannot determine how applicable the articulation activities suggested in the Articulation Guide will be in all situations statewide. The selection and implementation of articulation activities will be based on its value for establishing educational coordination and commitment locally.

ARTICULATION PROCESS MODEL CHART



The implementation of the articulation activities will afford a structure for school districts toward:

- Expansion of communication among staff
- Goals that are formulated in a cooperative manner and are concretely spelled out
- Placement of students based on competencies, interests and experiences
- Development of a coordinated testing program
- Elimination of bias and stereotyping in making career choices
- Increased faculty awareness of other educational levels
- Smoother student matriculation from level to level
- Shared facilities, resources and personnel between and among institutions
- Involvement of community, parents, students and teachers in curriculum development
- Formal procedures for enhancing cooperation among the total teaching staff
- A comprehensive, sequential vocational program K-adult
- Local autonomy while engaging local cooperative relationships between all educational levels
- Reduction of content, materials, and/or textbook overlap at different levels
- Schedule flexibility for exchange teaching experiences
- Development of sequential progression program.

CHAPTER IV: PROJECT MAVE PHASE II FIELD TESTING (1977-78)

After the research phase resulted in the development of the Articulation Guide and Process Model, two evaluation conferences were conducted during the summer of 1977. The purpose of these conferences was to implement appropriate revisions in the materials. Then the materials would be produced and distributed to selected sites for testing.

Project Goal and Procedures

A logical procedure upon development of the Articulation Guide and Process Model was to test their feasibility in various educational settings in Illinois. During Phase II the intent was to measure the utility of the products to LEA's in their attempts to formalize articulation practices. Based upon the outcomes of field testing, the materials would be refined for further use.

Since a representative sampling was needed to assure statewide applicability, interested sites were selected in various geographic locations and educational settings. Once selection of sites was completed, the Articulation Guide and Process Model were field-tested from November 1, 1977 to April 30, 1978 at the following educational institutions:

FIELD TEST SITES

Little Wabash Area Vocational Center Carmi	Arthur Saunders, Guidance Coordinator	Small AVC
John A. Logan College Carterville	Robert Irvin, Associate Dean Vocational/Technical Division	Community College
Peoria Educational Service Region Peoria	John Hlavach, Assistant Superintendent, Region 3	Large E.S.R.
Livingston Area Vocational Center Pontiac	Daren L. Cox, Vocational Education Director	Small AVC
Mazon-Verona-Kinsman C.U. District 2 Mazon	William S. Lynch, Superintendent Lawrence Ahearn, Guidance Coordinator	Small Unit District
DeKalb C.U. District 428 DeKalb	John Cassani, K-12 Career Education Coordinator	Large Unit District
DuPage Area Vocational Authority Addison	John Gibson, Director Thomas Norton, Guidance Counselor	Large AVC
Thornton Township High School Dist. 205 Harvey	Bill Hayse, Vocational Education Director	Large High School

During field testing of the project materials, information was collected by the project director and project consultant via visitations and written evaluation forms. In addition, technical assistance and feedback conferences were conducted to assess the successes and barriers experienced by field test site coordinators in using the materials. A final report and a written survey from each site's articulation roundtable completed the evaluation process. The purposes served by the field testing experience enabled project staff to (1) validate the effectiveness and feasiblity of the materials in various educational settings; (2) supply data for possible refinement of the materials; and (3) determine effective means of implementation and dissemination of the materials in the future.

Project Conclusions

The data collected from the eight Illinois field test sites indicated that both the Articulation Guide and Process Model were relevant to all educational settings based on local selectivity of activities. Two features which endorsed the success of the materials were strong administrative support and the assignment of an individual who would be responsible for the development and implementation of articulation activities locally. Overall, the materials were perceived as appropriate for most school districts.

The MAVE process is a practical and needed tool toward developing a better and more fluent educational system. The fact that Project MAVE has elected to deal with institutional coordination has enabled articulation efforts to expand communication, cooperation and commitment in various directions. Articulation does not become restricted to curriculum but may extend to encompass articulation among students, staff, and community.

CHAPTER V: PROJECT MAVE PHASE III IMPLEMENTATION (1978-79)

The essence of articulation is recognizing its value for educational coordination and establishing commitment and action from concerned educators. The first steps in successful articulation are to develop formal lines of communication, to obtain adequate administrative support, and to promote a cooperative and trusting environment for the making and implementing of joint decisions. Such coordination of time and effort will build credibility for educational programs and services.

In view of the length of time needed for the development and implementation of a viable articulation plan and the limited exposure of the materials statewide, the project was deemed refundable for one more year. This additional year would help to augment the scope of articulation practices throughout the state.

Project Goal and Procedures

The goal of Project MAVE for the 1978-79 year was to further implement and diffuse the project materials at additional sites in Illinois. During this stage the Articulation Guide would continue to be employed and evaluated and information about Project MAVE, the Articulation Guide, and articulation activities statewide would continue to be disseminated.

In procuring additional sites, a letter was sent to regional vocational directors, MAVE evaluators, and articulation coordinators, as well as educational service regions.

Initial phone calls and/or visits were made to provide additional information to interested sites. Final selection of implementation sites was based on geographic area and educational setting, administrative involvement in and commitment to articulation activities and the existence of an approved One and Five Year Plan.

Two workshops were presented to ensure the actual utilization of the Articulation Guide and proper infusion of articulation practices into respective school settings. Field test site coordinators and project staff served as technical resource persons at these workshops and, during the year, they related their articulation experiences and answered questions about the project. The two workshops provided information on the nature of articulation, the scope of articulation activities as presented in the Articulation Guide, provision for monetary assistance and aids in formulating local plans.

Workshop A

Date: September 25, 1978

Location: John A. Logan College
Carterville, Illinois

Workshop Leader: Arthur Saunders, Guidance Coordinator
Little Wabash Area Vocational Center
Carmi, Illinois

Assistant Leader: Robert Irvin, Associate Dean
Vocational/Technical Division
John A. Logan College
Carterville, Illinois

Focus: Community Colleges and High School Districts

Workshop B

Date: October 5, 1978

Location: Thornton Community College
Harvey, Illinois

Workshop Leader: Diane V. Fitzpatrick
Counselor/Coordinator of Testing
Thornton Community College
Harvey, Illinois

Assistant Leaders: John Cassani
K-12 Career Education Coordinator
DeKalb High School
DeKalb, Illinois

Daren Cox
Vocational Director
Livingston Area Vocational Center
Pontiac, Illinois

Focus: Area Vocational Centers and High School Districts

Mini-Grant Assistance

Through field testing of the Articulation Guide last year the approximate cost of implementing the Articulation Process Model ranged from $100 to $250. Though the major output for articulation involvement requires time and effort, the cost factor was not overlooked in view of current district budgets. Therefore, in order to assist Phase III Implementation Sites in articulation activities presented in the Articulation Guide, mini-grant stipends of up to $250 were granted to any implementation site based on submission and acceptance of request for such monetary assistance.

Most sites felt that the funds provided enough incentive to get started. Though additional sources of funding were sought elsewhere, budgetary constraints were not perceived

as a major concern. The fact that budgets are built on the basis of priorities, the constraint is based on the priority of articulation as seen by those in leadership positions. In some instances the small amount of money allocated to some projects tended to minimize their credibility and limit their priority status.

Much of the "seed money" or "the carrot from the state" was used for release time for staff members. Since articulation involves institutional coordination, representatives from various education levels functioning on varying schedules needed to be brought together. Hence, a major financial burden in articulating was in releasing personnel. Minor expenses were incurred for duplication, postage, and travel.

Project Activities

Of the thirty-three sites who indicated an interest in the project, fourteen sites were committed to becoming Project MAVE Implementation Sites. They are:

1.	Bradford High School Bradford	Delmar Owens Co-op Coordinator
2.	Bremen Community H. S. District 228 Midlothian	Norman Polaskey Director, State and Federal Programs
3.	Carrollton Community Unit District 1 Carrollton	Pauline Langer Vocational Coordinator
4.	College of Lake County Grayslake	James Suksi Dean of Career and Program Development

5.	Consolidated High School District 230 Palos Hills	Violet Bimm Vocational Education Director
6.	Edwardsville Community Unit District 7 Edwardsville	Gerald Webb Vocational Education Director
7.	Indian Valley Area Vocational Center Sandwich	Robert Barragree Director
8.	Kankakee Area Vocational Center Bourbonnais	Henry J. Hodus Director
9.	Lewis & Clark Community College Godfrey	Clarence Van Hoy Associate Dean of Instruction
10.	Parkland College Champaign	Clifton Matz Assistant Dean for Career Programs
11.	Riverdale Community Unit District 100 Port Byron	James R. Gillespie Career Education Director
12.	Springfield Public School District 186 Springfield	Charles Severns Vocational Education Director
13.	Triton College River Grove	Gordon Simonsen Executive Director, Curriculum Articulation
14.	Worden Public School District 16 Worden	John R. Stevenson Superintendent

A schedule was arranged to monitor implementation progress within each setting. The schedule included at least two site visitations, telephone contacts on a bi-monthly basis, and mail correspondence as needed.

Data was collected orally during site visitations and in written forms provided in a Manual for Implementation Sites. The protocols developed for the written and oral evaluations

helped to determine the current articulation status of implementation sites and to identify successes and problems involved in implementing the articulation materials.

A culminating evaluative measure, in addition to the written and oral information gathered, was a feedback conference for all Project MAVE personnel. The purposes served by the conference were:

- To share articulation activities and outcomes with other implementation sites
- To assess positive and negative aspects of engaging in articulation activities of Project MAVE
- To review the Articulation Guide for possible revisions
- To note the barriers to articulation and explore alternatives
- To share the payoffs that particular articulation activities have had
- To recommend means of future dissemination of the Articulation Guide.

Project Conclusions

A basic conclusion reached by implementation sites was that many local educational settings may have articulation goals, but they were lacking a good, formalized plan. The Articulation Guide and Process Model were functional with local selectivity to the various educational settings.

Though articulation is a lengthy process involving foundation and initiation planning of approximately 2 years, the following conclusions were reached by the implementation sites who initiated the ideas and materials:

- The articulation activities provided an arena for local creative and basic contributions to be presented and implemented. The exchange of ideas among teachers within the same subject area provided an opportunity to draw from the strengths of each other.
- Articulation developed a very strong cooperative climate that directly expanded communication among staff.
- Project MAVE has provided a functional approach to conducting sound articulation practices between institutions.
- Funding aids encourage better participation in articulation by providing an incentive to get the job done and by taking just enough pressure off already tight budgets.
- Being part of a project makes it easier to justify what you're asking people to do.
- The articulation materials are meeting a definite need in vocational education--an articulation process that can be adapted and utilized by any educational agency.

- Administrators were supportive and such support helped in launching cooperative articulation.
- The materials seemed more readily suitable for high school districts; more adaptability is needed in the materials to be applicable for elementary settings.
- The project was realistically meeting the needs of Illinois vocational educators.
- Improved curriculum materials were seen as a real, though distant result of participation in the project.
- The project covers the scope of most educational needs if tested legitimately and balanced with ingenuity of application.
- The project contributed to local achievements of the One and Five Year Plan.

Project Recommendations

During the Project MAVE Feedback Conference many project personnel shared their concerns regarding both the future of the project and of articulation. This being the final year of the project, many vocational educators were concerned that their articulation efforts would diminish without further financial and/or technical assistance. An associated concern was in what manner the Illinois Office of Education would address itself to articulation--what types of articulation support would IOE demonstrate.

In addition to the oral feedback presented at the conference, the recommendations and support for articulation were gathered in written questionnaire form. The questionnaires were compiled, xeroxed and submitted to the state superintendent and DAVTE for consideration.

The recommendations from Implementation Sites and other project personnel were to:

1. Have regional directors take responsibility for articulation by making and encouraging articulation activities in reviewing One and Five Year Plan.
2. Extend initiation of articulation activities to districts not previously involved in MAVE activities.
3. Continue to provide support personnel and consultive services to districts which have implementation of articulation activities in progress.
4. Develop a program that would result in IOE support and pressure to improve formal articulation in LEA's in Illinois.
5. Develop a program that will result in the North Central Accrediting Association adopting a philosophy of articulation by supporting and requiring formal articulation using MAVE model in the evaluation of LEA school accreditation.

6. Develop a model presentation of the MAVE materials or a framework to ensure spread of articulation and use of the model to Illinois educators. This should include working with AVA, IVA, and the IGPA to expose more educators to formal articulation methods.
7. Provide RFA in-service money in articulation which will assist in alleviating release time expenses.
8. Have regional directors take on the responsibility for articulation and develop regional workshops in order to disseminate Project MAVE Articulation Guide. May use Project MAVE field test sites and implementation sites as resources for such workshops.
9. Provide Program Improvement funding for curriculum/organizational revision of vocational programs or services already in existence and/or funds for exemplary kinds of projects.
10. Prepare an RFP in an area of articulation process.

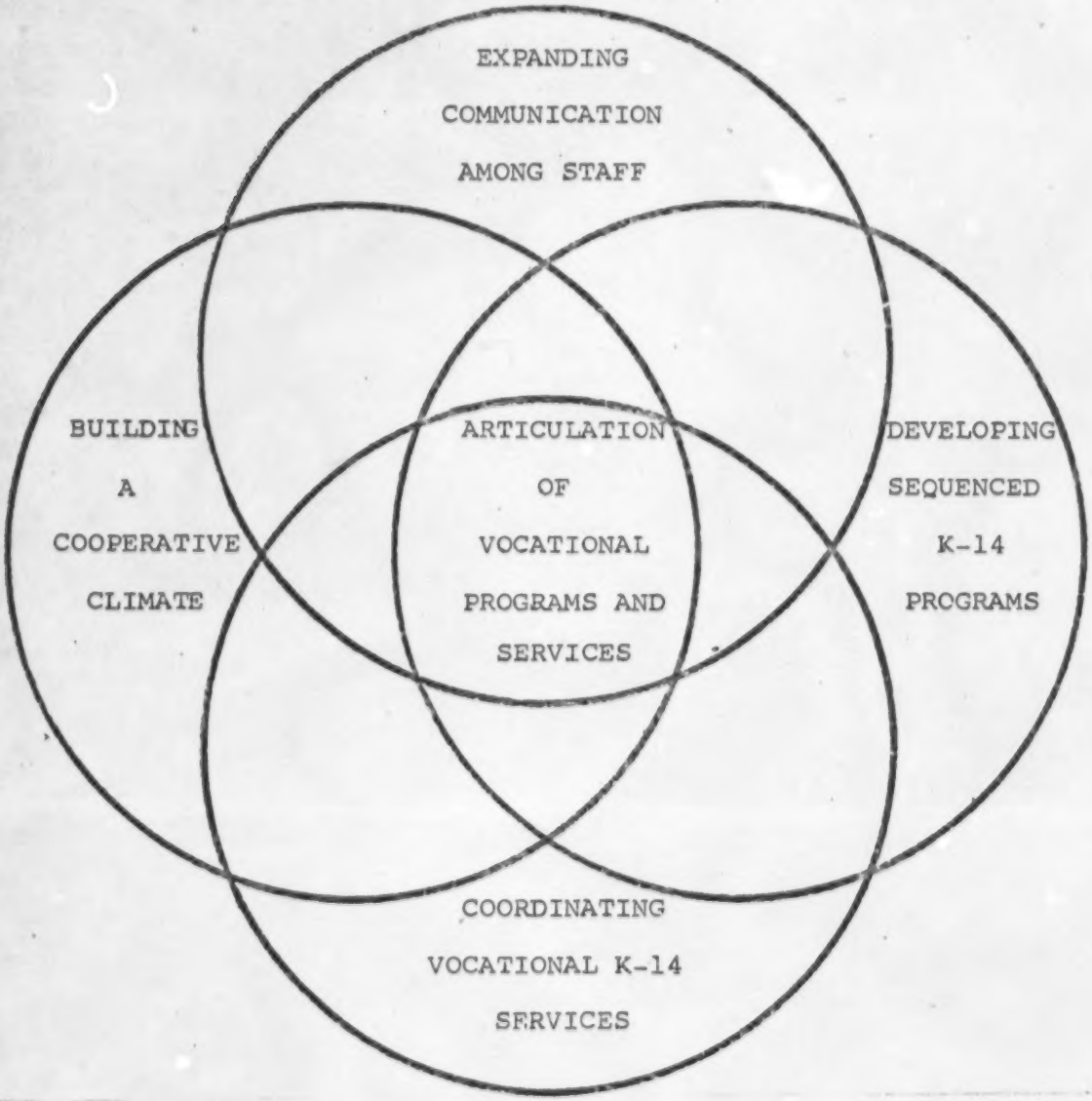
APPENDICES

Appendix A	Four Essential Elements for Effective Articulation
Appendix B	Factors Leading to Good Articulation (Revised)
Appendix C	Successes and Barriers to Articulation
Appendix D	Evaluations of Project MAVE Conferences

APPENDIX A

FOUR ESSENTIAL ELEMENTS FOR EFFECTIVE ARTICULATION

FOUR ESSENTIAL ELEMENTS FOR EFFECTIVE ARTICULATION



APPENDIX A

APPENDIX B

FACTORS LEADING TO GOOD ARTICULATION

FACTORS LEADING TO GOOD ARTICULATION

1. Climate of understanding and cooperation
2. Open communications
3. Give-and-take attitude
4. Willingness to share
5. Concern for student's total educational process
6. Climate allowing feedback and rapport with students
7. Trusting environment
8. Outlets for internal and external validation of programs
9. Administrators endorsing articulation activities
10. Clearly defining appropriate problems and having an articulation committee that agrees to work on them
11. Discarding the false dichotomy between things academic and things vocational
12. Group or individual agreeing on specific responsibilities.

APPENDIX C

SUCCESSES AND BARRIERS TO ARTICULATION

SUCCESSES AND BARRIERS TO ARTICULATION

Through the literature reviews, interviews, surveys, and evaluation conferences conducted by Project MAVE, certain consistencies recur regarding the successes and barriers engendered in implementing articulation activities. Successful, effective articulation processes are the result of:

- administrative endorsement of articulation activities
- increased and open communications
- cooperative alliances formed between and among schools
- a climate of rapport, trust, and understanding
- sharing of facilities and resources
- staff recognition of the gains in articulation
- availability of grants
- the timing of articulation activities in meeting current needs
- having enough of a problem to warrant articulation
- an awareness of activities at other educational levels
- time available for coordination of articulation activities by staff
- exerting pressure of staff toward positive change
- the proper identification of problems and agreement and commitment to resolve them
- establishing a local structure for articulation.

The barriers to articulation have existed for many years and will continue to plague the educational system to some extent. Articulation barriers to recognize are:

- the innate resistance of some staff members to view their individual goals as part of the total educational process
- time to release staff members for articulation activities
- budgetary constraints
- the natural desire of local settings to protect their autonomy while attempting to work with other educational levels
- "turfsmanship": institutional and educator competition
- lack of communication
- schedule difficulties for conducting meetings
- lack of a formal articulation mechanism
- proximity to other educational institutions
- lack of administrative support--low priority
- teacher contract barriers
- lack of commitment and cooperation
- declining enrollments

In viewing the Articulation Process Model, local settings will need to perceive their current concerns and the success of current articulation activities in treating these concerns. A successful plan of action will entail a perceptive glimpse of those factors which have assisted articulation and the resolution of problems. Increasing productive articulation activities and realistically preparing for the risks to be faced inducing change to any system is instrumental in creating conditions for further articulative success.

APPENDIX D

EVALUATIONS OF PROJECT MAVE CONFERENCES

PROJECT MAVE
META-EVALUATION
Phase III Implementation Site Workshop
September 25, 1978 -Workshop A
Summary

1. How would you rate the general organization of this workshop?

37.5% Excellent
62.5% Good
_____ Poor

2. Were the methods of today's workshop important and relevant to the preparation process for implementation?

87.5% Yes
12.5% Usually
_____ No

Comments: Very helpful - informative

3. Was sufficient time devoted to each part of the project materials?

100% Yes
_____ Usually
_____ No

4. Did the workshop provide adequate information about the project and its materials?

100% Yes
_____ Somewhat
_____ No

Comments: -Follow up workshops for spring.
-Well done. Although there is a hint of state manipulation--we cannot only live with it but will achieve!

5. Do you feel you had sufficient opportunity to make significant contributions to the workshop and to ask needed questions?

87.5% Yes
12.5% Somewhat
_____ No

Comments: -Will better be able to evaluate after the study of the guide.

6. What are your general reactions to the workshop?

-Interesting
-Positive
-I felt the information offered was well organized.
-Well organized. Plan to use Carol as a resource person. Thank you.
-Looking forward to meeting with you and working with Project MAVE.
-I have been looking for such a vehicle for a long time. I was pleased to hear that the Articulation Guide could be used for all phases of K-14. Thank you.

35.

PROJECT MAVE
META-EVALUATION
Phase III Implementation Site Workshop
October 5, 1978 - Workshop B
Summary

1. How would you rate the general organization of this workshop?

78.6% Excellent
21.4% Good
_____ Poor

2. Were the methods of today's workshop important and relevant to the preparation process for implementation?

85.8% Yes
14.2% Usually
_____ No

3. Was sufficient time devoted to each part of the project materials?

85.8% Yes
14.2% Usually
_____ No

4. Did the workshop provide adequate information about the project and its materials?

92.9% Yes
7.1% Somewhat
_____ No

Comments: -Excellent materials--will be very useful in our school district.

5. Do you feel you had sufficient opportunity to make significant contributions to the workshop and to ask needed questions?

100% Yes
_____ Somewhat
_____ No

Comments: -Will take more time to digest all info given--questions forthcoming later.
-MAVE staff excellent! Good resource people.

6. What are your general reactions to the workshop?

-Excellent; very close to many of the areas involving articulation I felt our district needed.
-Excellent! Well organized and useful; resource people did an outstanding job.
-Valuable.
-Helpful; good exchange of information.
-One of the best.
-Somebody did a lot of work. Well planned, good day.
-Staff has done a tremendous job in organizing and presenting all materials.
-Very helpful.
-This is a good method of directing and channeling articulation and orientation of articulation.
-Well planned; covered all essential aspects of the project.
-Some good ideas came out.
-It was worthwhile. We will have to think about this.
-O.K.

Project MAVE
Feedback Conference
May 1, 1979
Summary of Meta-Evaluation

1. How would you rate the general organization of this conference?

93.8% Excellent
6.2% Good
____ Poor

2. Did the methods of today's conference provide adequate evaluation of the implementation of Project MAVE materials?

93.8% Yes
6.2% Usually
____ No

Comments:
- Very well organized.
- Gained much from listening to the reports.
- The overview reports have said to me that there are more details in the notebook handed out that would make it worth reading.
- The articulation projects described at this conference were very stimulating and fostered other ideas.
- An adequate evaluation of project materials occurred.

3. Did today's conference provide adequate information about positive benefits of implementing the materials?

93.8% Yes
6.2% Somewhat
____ No

Comments:
- The Articulation Guide will prove to be a valuable aide to our center in planning methods of articulation with its feeder districts as well as with community college.
- Many positive benefits were cited.
- It seems all activities presented were positive but time involved a major problem.

4. Did today's conference provide adequate analysis of the negative side of implementing the materials?

62.5% Yes
25.0% Somewhat
12.5% No

Comments:
- Could probably use a problem-solving session sometime in the future.
- All positive.
- I'm not certain adequate analysis of the negative aspects of the implementation materials was addressed.
- People present were not negative in direction. Positive experiences and approaches given. Competition of negative elements omitted.

5. Do you feel you had sufficient opportunity to make significant contributions to the conference?

100% Yes
_____ Somewhat
_____ No

Comments: ·Every opportunity was given for feedback.
·Very much so!

6. What are your general reactions to the conference?

·One of the best organized workshops I have ever attended. Every step went like clockwork. Carol and her secretary have spent a great deal of time organizing this successful workshop.
·Well done!
·Positive - gained new ideas.
·Great.
·Very good - more schools need to become more exposed to Project MAVE activities.
·Well planned - some slack time which could not be helped did slow things down a bit.
·Very well done!
·Very beneficial. I would like to see both DAVTE and IOE work together to continue with articulation. Is it not our concern to give quality education? Through "articulation" as a priority, (1) services and academic programs will not overlap; (2) management of time is controlled; (3) faculty, staff, and administrators feel energy of talents are more defined; and (4) education is improved.
·I always pick up new ideas for possible use in our situation.
·Let's keep a good thing going.
·Need information directed to the future of MAVE--where will it go from here?
·Very well organized - great job all year, Carol.
·Many good ideas were presented. Very beneficial.
·Participants feel that MAVE should continue on for a few more years.